

THE EFFECTIVENESS OF MISTAKE BUSTER TECHNIQUE IN TEACHING SIMPLE PAST TENSE

Saryanto R.L. Liangka¹, Mochtar Marhum, Hastini

ABSTRACT

The objective of this research is to find out whether the use of Mistake Buster Technique is effective in teaching simple past tense to the eighth grade students of SMP Negeri 4 Tinombo Selatan or not. The researcher applied quasi experimental research design. The sample of this research was 50 students which selected by using total sampling technique. The instrument of data collection is a test consisted of pre-test and post-test. The result of the data analysis shows that there is a significant difference between the results of pre-test and post-test. It was proven by seeing at the mean score of both tests' results where the mean score of experimental group is significantly improved from 50.8 to 74.5. Meanwhile, control group's mean score is improved from 51.5 to 68.2. It is also shown that the t -counted (3.192) is greater than t -table (2.012) which indicates that the research hypothesis is accepted. In other words, the use of Mistake Buster Technique is effective in teaching simple past tense to the eighth grade students of SMP Negeri 4 Tinombo Selatan.

Keywords: Effectiveness, Mistake Buster Technique, Simple Past Tense.

Tujuan penelitian ini adalah untuk menemukan apakah penggunaan teknik Mistake Buster efektif dalam mengajar simple past tense kepada siswa kelas delapan di SMP Negeri 4 Tinombo Selatan atau tidak. Peneliti menerapkan metode penelitian semu. Sampel dari penelitian ini adalah 50 siswa yang dipilih menggunakan teknik total sampling. Instrumen pengumpulan data yaitu sebuah tes yang terdiri dari pra-tes dan pasca-tes. Hasil dari analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil pra-tes dan pasca-tes. Dapat dilihat dari nilai rata-rata pada kelompok eksperimen meningkat dari 50.8 menjadi 74.5. Sementara itu, nilai rata-rata dari kelompok control meningkat dari 51.5 menjadi 68.2. Hal tersebut juga menunjukkan bahwa nilai hitung t (3.192) lebih tinggi dibandingkan nilai tabel t (2.012) yang mengindikasikan bahwa hipotesis penelitian diterima. Dengan kata lain, penggunaan teknik Mistake Buster efektif dalam mengajar simple past tense kepada siswa kelas delapan di SMP Negeri 4 Tinombo Selatan.

Kata kunci: Efektivitas, Teknik Mistake Buster, Simple Past Tense

INTRODUCTION

English Education Study Program, Tadulako University
Email: saryantoridwan@gmail.com

Grammar is one of the language components that needs to get more attention in teaching and learning to improve students' ability particularly in tenses. Incorrect grammatical sentences and using wrong tenses in communication can trigger miscommunication each other. Therefore, the students need to learn and master grammar or structure in order to understand how to make a good sentence. However, the students often get confused and do not know how to use the correct grammar of English. By learning grammar/structure, the students can construct sentence in good structure and meaning both in written and oral, as the curriculum KTSP (2006:11) emphasized, "Telah dipahami bahwa tata bahasa membantu seseorang untuk mengungkapkan gagasannya dan membantu si pendengar untuk memahami gagasan yang diungkapkan oleh orang lain". It means that grammar is one of English components that should be mastered.

One parts of grammar that should be learnt by the students is tense. Tense is a form of verb in English. According to Budiman and Magheti (1997:9) "Tense adalah bentuk perubahan kata kerja dalam tata bahasa yang menunjukkan suatu kejadian atau perubahan yang sesuai dengan waktu kejadian". In addition, Mas'ud (2005:18) states that "Tense adalah bentuk dari sebuah kata kerja yang menunjukkan waktu terjadinya peristiwa/perbuatan dan tingkat kesempurnaan suatu perbuatan pada waktu dilakukan atau peristiwa yang terjadi (akan dilakukan, sedang terjadi, baru saja dimulai, atau telah selesai)". Referring to these statements, it can be concluded that tense is a verb form to express time relationship.

One kind of tenses taught to the students of junior high school is simple past tense. Simple past tense is one of the tenses that used to express past/last activities. Azar (1992:18) stated that "The simple past tense is used to talk about activities or situations that began and ended in the past". Thus, it is important for the students to master simple past tense, because simple past tense is an aspect that is taught to the eighth grade students in learning recount and narrative text. In other hand, they should use simple past tense when they express the activities or situations that happened in the past. In short, it is extremely important for the students to start learning simple past tense as easy as possible because it is one of the important parts in English.

There is a common reason why learning English is difficult for most of Junior High School students in Indonesia. English is basically different from their first and second language. For instance in learning simple past tense they do not know the tense of the verb, such as study – studied, help – helped, go – went. This aspect does not occur in Indonesian. That is why some of them often make some mistakes in expressing oral and written English while it has been taught in some primary schools. The previous examples are the different

between Indonesian and English verbs which make some students unable to choose the verbs correctly.

In line with the explanation on the previous paragraph, most of students especially the eighth grade students at SMP Negeri 4 Tinombo Selatan had difficulties in learning simple past tense. They used improper auxiliary verb—was and were— and regular/irregular verb in simple past tense. For example, they write ‘I am tired yesterday’ and ‘I watch TV last night’. Actually they should write ‘I was tired yesterday’ and ‘I watched TV last night’.

Based on the problem that was faced by the students in learning English especially learning simple past tense which is explained above, the researcher proposed Mistake Buster Technique which is used in teaching simple past tense for the students, especially the eighth grade students. Mistake Buster is one of the appropriate techniques in teaching grammar, especially in teaching simple past tense.

In learning a language, a teacher can vary his or her technique from the teacher-centered to the student-centered learning. In this case, the students should be activated, so that they can learn well, including in correcting a test. Huynh (2003) suggested that “The teacher can get students actively engaged in the learning process and take charge of their learning by giving them these opportunities to find and to correct mistakes themselves”. By using this technique in teaching, a teacher helps students learn better by creating good opportunities for them to reflect on what they have learned and take a look at it from a different angle. The students take over the role of correcting mistakes, which is normally done by the teacher, while the teacher herself/himself deliberately become the "mistake maker". That was the reason why Mistake Buster Technique was chosen by the researcher as a great way to solve the students’ problem in learning simple past tense. The researcher considered that when the students practice by finding out and correcting the wrong verbs, it will be easier for them to memorize the irregular and regular verbs and it can help them to solve their problem in learning simple past tense.

In applying Mistake Buster Technique, first the researcher as a teacher distributed short sentence "I go to bed at 10:00 last night" and long sentences “Rio does not finish his homework last night, so he gets a punishment from our teacher this morning” to the students. After distributing the sentences, the teacher asked the students to find out and to correct the wrong verbs in the sentences. Second the teacher distributed recount or narrative text to the students. Then, the students were asked to find out and to correct the wrong verbs in the texts. Last the teacher asked the students to construct some affirmative sentences in simple past tense.

RESEARCH METHOD

In conducting this research, the researcher applied quasi-experimental research design specifically non-equivalent control group design. This research design has two classes called experimental and control group. Both of them received the same pre-test and post-test but the difference between those two groups was in the treatment which was given by the researcher. In experimental group, the researcher administered his treatment in using Mistake Buster Technique to solve students' problem in learning simple past tense. Meanwhile in control group the researcher still used a conventional teaching technique. On the other hand, the conventional teaching technique means curriculum-based-technique which does not use any alternative technique such as Mistake Buster or does not receive treatment such like the experimental group got. It supported by Cresswell (2005:295) "Individuals in the experimental group receive the experimental treatment, while those in the control group do not". Then, either experimental or control group were compared in order to show their ability in pronouncing the words. The design of this research was purposed by McMillan and Schumacher (2006:214) who draw the design of the research as follows:

Pre-test	Treatment	Post-test
O1	X	O2
O3		O4

Where:

O1: pre-test of experimental group

O2: post-test of experimental group

O3: pre-test of control group

O4: post-test of control group

X : treatment of experimental group

The population in the research was the eighth grade students of SMP Negeri 4 Tinombo Selatan. The number of the students was fifty, which was divided into two parallel classes VIII A and VIII B. First grade VIII A consisted of twenty-five students and second grade VIII B consisted of twenty-five students.

Since there were only two classes to be the sample in conducting the research, the researcher used total sampling technique by choosing VIII A as the control group and VIII B as the experimental group.

In conducting this research, the variable of this research was divided into two they are independent variable and dependent variable. The independent variable of this research referred to the implementation of Mistake Buster Technique and the dependent variable of this research is simple past tense of the eighth grade students at SMP Negeri 4 Tinombo Selatan.

In getting the whole data of this research, the researcher used test as an instrument of this research. The test was divided into pre-test and post-test. The test was used to obtain the data about the students' ability of simple past tense before and after the treatment. The test covered multiple choice, completion, transformation, and sentence construction. The scoring system of the test can be seen as follows:

Table 1 The scoring system of the test

No	Kind of Test	Number of Items	Score of Each Item	Maximum Score
1.	Multiple choice	5	1	5
2.	Completion	5	1	5
3.	Transformation	5	5	25
4.	Sentence construction	5	5	25
Total Score				60

The test consists of 20 items. Each correct answer for multiple choice and completion test would be scored 1, then each correct answer for transformation and sentence construction would be scored 5. The total score of the test is 60.

FINDINGS

In analyzing the data, the researcher used test for the sample. The test was given to both of experimental and control groups. The groups were given pre-test before administering the post-test to the both groups. The researcher gave treatment by using Mistake Buster Technique to the experimental group while the control group was not. The test was given to the students in order to verify whether the implementation of Mistake Buster Technique is effective in teaching simple past tense to the eighth grade students of SMP Negeri 4 Tinombo Selatan or not.

Before giving the treatment, the researcher gave pre-test to the students in order to measure the students' ability in simple past tense. The pre-test was given to both of experimental and control group. The result of pre-test is presented on table 2 and 3.

Table 2 The result of the students' score in pre-test of experimental group

No	Initials	Obtained Score	Maximum Score	Individual Score
1	AF	19	40	47.5
2	AR	19	40	47.5
3	AM	16	40	40
4	AFF	17	40	42.5
5	AI	15	40	37.5
6	AF	13	40	32.5
7	AD	27	40	67.5
8	DFT	23	40	57.5
9	DIN	25	40	62.5
10	EZ	23	40	57.5
11	IA	21	40	52.5
12	KR	23	40	57.5
13	MFS	15	40	37.5
14	MFR	15	40	37.5
15	MY	17	40	42.5
16	RW	20	40	50
17	RM	17	40	42.5
18	RAI	21	40	52.5
19	SI	22	40	55
20	SR	19	40	47.5
21	SV	27	40	67.5
22	SFI	24	40	60
23	UAH	23	40	57.5
24	WA	27	40	67.5
25	ZM	20	40	50
Total Score				1.270

By looking at the previous table, it can be seen that the highest score is 67.5 and the lowest score is 32.5. All of the student got scores under 75. It means that none of the students passed the test. After knowing the students individual score, the researcher calculated the mean score using a formula as proposed by Gay (1996: 528). The researcher found that the mean score of pre-test of experimental group is 50.8

Table 3 The result of the students' score in pre-test of control group

No	Initials	Obtained Score	Maximum Score	Individual Score
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1	AK	20	40	50
2	AF	22	40	55
3	AP	24	40	60
4	DA	15	40	37.5
5	DT	23	40	57.5
6	ER	19	40	47.5
7	EA	21	40	52.5
8	FR	20	40	50
9	FT	17	40	42.5
10	HD	16	40	40
11	LSA	19	40	47.5
12	ME	16	40	40
13	MHJ	27	40	67.5
14	MJ	25	40	62.5
15	MW	18	40	45
16	MY	16	40	40
17	RD	19	40	47.5
18	RF	23	40	57.5
19	RS	21	40	52.5
20	SG	29	40	72.5
21	SF	17	40	42.5
22	TW	26	40	65
23	WST	18	40	45
24	WN	24	40	60
25	ZT	20	40	50
Total Score				1287.5

Based on table presented above, it can be seen that the highest score is 72.5 and 37.5 is the lowest one. Then, the researcher found that the mean score of pre-test in control group is 51.5. Similar to experimental group, the mean score of pre-test of control group result is quite low. In control group, all of the students could not reach score over 75 which also mean that simple past tense was a problem for the eighth grade students at SMP Negeri 4 Tinombo Selatan.

At the end of the pre-test, the researcher concluded that the ability of the students in both experimental and control groups was almost equal by looking at the result that they had. It indicated that both groups were homogenous before they were being handled by the researcher. Then, after completing eight meetings, both experimental and control groups were given a post-test. The result of post-test is presented on table 4 and 5.

Table 4 The result of the students' score in post-test of experimental group

No	Initials	Obtained Score	Maximum Score	Individual Score
1	AF	31	40	77.5
2	AR	28	40	70
3	AM	29	40	72.5
4	AFF	30	40	75
5	AI	30	40	75
6	AF	24	40	60
7	AD	34	40	85
8	DFT	28	40	70
9	DIN	33	40	82.5
10	EZ	28	40	70
11	IA	32	40	80
12	KR	32	40	80
13	MFS	26	40	65
14	MFR	24	40	60
15	MY	28	40	70
16	RW	30	40	75
17	RM	28	40	70
18	RAI	32	40	80
19	SI	30	40	75
20	SR	30	40	75
21	SV	36	40	90
22	SFI	32	40	80
23	UAH	30	40	75
24	WA	30	40	75
25	ZM	30	40	75
Total Score				1862.5

From the results of post-test on table 4, it can be seen that the highest score is 90 and the lowest one is 60. Then, the researcher found that the mean score of post-test of experimental group is 74.5. By comparing the post-test with the pre-test, it can be seen that there was a significant improvement in students' ability of simple past tense after they received treatment from the researcher. It means that the students of experimental group had improved after being treated by the researcher.

Table 5 The result of the students' score in post-test of control group

No	Initials	Obtained Score	Maximum Score	Individual Score
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1	AK	23	40	57.5
2	AF	30	40	75
3	AP	32	40	80
4	DA	30	40	75
5	DT	28	40	70
6	ER	29	40	72.5
7	EA	27	40	67.5
8	FR	21	40	52.5
9	FT	27	40	67.5
10	HD	26	40	65
11	LSA	30	40	75
12	ME	16	40	40
13	MHJ	35	40	87.5
14	MJ	35	40	87.5
15	MW	23	40	57.5
16	MY	23	40	57.5
17	RD	24	40	60
18	RF	28	40	70
19	RS	31	40	77.5
20	SG	33	40	82.5
21	SF	23	40	57.5
22	TW	30	40	75
23	WST	22	40	55
24	WN	28	40	70
25	ZT	28	40	70
Total Score				1705

Based on the result on table 5 above, the ability of control group students is still bad. Unlike the post-test result from experimental group, there was only a slight improvement in the result of control group post-test where less of students in control group had improved. It can be seen that the highest score is 87.5 and the lowest score is 40. It means that post-test result of control group was still a bit similar to their pre-test results which stated that 16 of 25 students of control group still had a score under 75. It means there was not much improvement in students' simple past tense ability. After knowing the students individual score, the the researcher found that the post-test mean score of control group is 68.2.

The researcher calculated the score of deviation and sum square deviation score from both groups after gathering all the data of experimental and control groups. The researcher found that the score deviation of experimental group was 592.5 and the square deviation score of experimental group was 15168.7. On the other hand, the score deviation of control group was 417.5 and the square deviation score of control group was 8731.2. After getting the

deviation and square deviation score, the researcher calculated the mean score deviation and sum square deviation of both experimental and control group. Where the mean score deviation in experimental group was 23.7 and the sum square deviation score was 1126.5, while the mean score deviation of control group was 16.7 and the sum square deviation score was 1759.

Moreover, the researcher needs to analyze the significance difference of both groups statistically by using the t-test formula which is proposed by Gay (1996:486) in order to gain the t-counted score. By applying the t-test formula, the researcher found that the t-counted score of this research was 3.192.

In order to find out the significance difference between the value of t-counted and t-table, the researcher compared the value of t-counted with the value of t-table. The degree of freedom (df) of the table is $N_x + N_y - 2 = 25 + 25 - 2 = 48$, by applying 0.05 for two-tailed test level of significance. Because 48 (df) does not exist among the critical table of distribution, the researcher calculated the t-table by using what we call interpolation formula. The value of t-table is 2.012. By looking at the data, the researcher found that the t-counted (3.192) is greater or higher than t-table (2.012). It can be concluded that the research hypothesis is totally accepted. In other words, the use of Mistake Buster Technique is effective in teaching simple past tense to the eighth grade students of SMP Negeri 4 Tinombo Selatan.

DISCUSSIONS

For collecting the data of research, the researcher gave pre-test for both experimental and control group. The result of the computation showed that they had difficulties in doing the given exercises in the test. The students made mistakes when they chose and wrote the auxiliary verb. In the same case, they were also difficult to construct sentences in simple past tense. After conducting the pre-test, the researcher found that the error percentage in the experimental group was 100% or 25 students, while the error in the control group was also 100% or 25 students. In other words, none students could pass the test. It indicated that the students' ability at SMP Negeri 4 Tinombo Selatan was quite low in simple past tense before getting the treatment.

After giving pre-test, the researcher conducted his treatment to the experimental group for eight meetings by using Mistake Buster Technique. While doing the treatment, the researcher found that at the beginning of the treatment the students were interested in following learning process. The students were enthusiastic to find out and to correct the

wrong verbs given. The researcher also found that there were some differences between teaching using Mistake Buster Technique and teaching without using Mistake Buster Technique. By applying this technique in the experimental group, the students were easier to find out and to correct the wrong verbs in the short or long sentences and the recount or narrative text, while in the control group the students were difficult to identify the regular and irregular verbs. In teaching process applying the technique, the researcher explained briefly about the materials related to the topic that being taught. After explaining the materials, the students were given short or long sentences and recount or narrative text. Then, they were asked to find out and to correct the wrong verbs in the sentences and text which were given. Furthermore, the students were asked to construct the affirmative sentences in simple past tense.

In order to find out the students' improvement after getting the treatment, the students researcher gave post-test for both experimental and control groups. According to the result of post-test in experimental group, the researcher concluded that the students have positive progress in learning simple past tense. It is proven by the mean score of experimental group which improves from 50.8 to 74.5. Moreover, it is supported by the value of t_{counted} (3.192) is higher than the t_{table} (2.012).

Based on the post-test result, it showed that both groups have a different progress. The increase of the students in experimental group is higher than the students in control group. It was because the teaching-learning process in experimental group was conducted by using Mistake Buster Technique. By applying the technique, the students are able to use correctly the verb—was or were—and regular or irregular verb in the simple past tense. Furthermore, they can also construct the sentence in simple past tense with grammatically correct. From the findings, the researcher concluded that Mistake Buster Technique is effective in teaching simple past tense to the eighth grade students of SMP Negeri 4 Tinombo Selatan.

CONCLUSION

Based on the result of the test, the researcher found that the Mistake Buster Technique is effective in teaching simple past tense. It was proven by looking at the mean scores before and after the treatment. The mean scores between the experimental group and control group were different, and after passing 8 meetings with different treatment, the mean score of experimental group was developed significantly rather than the mean score of control group. The mean score of experimental group is improved from 50.8 to 74.5. Where control group mean score is improved from 51.5 to 68.2. In order to measure whether the improvement is

significant or not, the researcher compared the t_{counted} and the t_{table} . The result of the data analysis indicated that the research hypothesis is accepted since the result of the t_{counted} (3.192) is higher than the t_{table} (2.012). In conclusion, the use of the Mistake Buster Technique is effective in teaching simple past tense to the eighth grade students of SMP Negeri 4 Tinombo Selatan.

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